

MINNESOTA WING CADET PROGRAMS

FLIGHT COMMANDER'S HANDBOOK

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Chapter 1

THE POSITION OF FLIGHT COMMANDER

1-1. Overview. The job of Flight Commander is one of the most important and challenging assignments at encampment. The young cadet officer, often with experience at only one or two encampments, is placed in the challenging role of leading and training the basic school cadets. The Flight Commander has the difficult task of motivating them towards accomplishing the goals and mission of the encampment. For specific job duties refer to the Flight Commander and Flight Sergeant descriptions in the ETM.

1-2. What to Expect.

a. From above. The flight commander will occasionally feel they are “jumping through hoops” to do their job. Filling out paperwork, coping with complaints and feedback, dealing with inspection issues, and the ever-present TAC officer will all put demands on you. But just as you will be asking your cadets to participate in the plan because of the importance of the end goal, so must you.

b. From below.

(1) The flight commander plans the overall direction of the flight, while the flight sergeant implements that plan. The flight sergeant is the Flight Commander's teammate on the staff, and should have input in the decisions. The flight sergeant should feel as if he or she has a valued contribution towards meeting the flight and encampment goals; only then will the flight sergeant be most effective. Finally, the flight sergeant will have strengths and areas that need improvement. He/She is there to learn, and it is part of your role as supervisor to ensure they receive training where needed.

(2) The cadets are the center of attention for the flight staff. The first thing a new flight commander will notice from their flight at the beginning of an encampment is they will have a lot of questions. Make sure the right kinds of questions are filtered through the element leaders and flight sergeant first, to provide a “living example” of the Chain of Command and how it works. After a couple days at encampment, the cadets will need more motivation, and once settled in, explanations of why the flight does the things it does (inspections, drill, etc.). Towards the end, the flight needs to know how the flight goals helped them, and finally, feedback on their performance as a cadet.

1-3. Common Tasks

a. Morning.

(1) When reveille sounds, the first task for the flight staff is to awaken the cadets. It is vitally important in the morning that the Flight Commander and the Flight Sergeant are organized and focused on the tasks at hand.

(2) The most time-consuming activity of your morning is changing from PT uniforms into the uniform of the day. Finding ways to assist the cadets in speeding this

process will give your flight valuable time in preparing for inspections. A hectic and mildly stressful morning has two advantages: first, it forces the cadets (and you) to structure and plan your time for maximum effectiveness, and second, it creates the necessary level of “arousal”¹ so effective training can begin and be maintained throughout the day.

(3) Organizing bunkmates, rooms, rows or hallways is a start in making the flight operate efficiently. The keystone to this is having a to-do checklist prepared BEFORE the morning hours. Once you have a solid and DETAILED checklist, you can then plan out your time.

b. Afternoon.

(1) The afternoon offers lunch, and more scheduled training. Use this time to detail cadets to review knowledge, academics, and current events in small teams.

(2) Late afternoon holds dinner and possibly some late training, often in larger groups. Athletics, if offered, are often scheduled at this time. This is probably the best time for the flight staff to conduct feedback activities, such as asking the cadets how their day went, dealing with issues, etc.

c. Evening.

(1) The most common activity during the evening is showering, although some encampments do it in the morning. Ensuring the flight maximizes the time allowed in the latrine is important. Some commanders have used the facilities to their advantage, and created a shower “assembly” line. Encampment sites with showers in an “open bay” layout can implement “stations” where various stages of cleaning and rinsing occur. Although some cadets may feel the “assembly line” is impersonal, explaining the situation will help them understand. Encampments with shower stalls should not implement such an idea. Other tricks to teach the cadets to be more efficient can be taught to them. Setting goals or making challenges and offering rewards will motivate cadets to shower quickly.

(2) The evening is also the time to perform the “deep cleaning” of the barracks, such as the floors, windows, and lockers/closets. Having them sort and organize as many things as possible is best done in the evening. Leaving the to-do list as short as possible in the morning will make your flight better prepared for inspections, and able to spend more time working on the details. Also, having them prepare and hang out the uniform of the day for the next day is time saving. Ensuring cutouts and insignia are properly placed is a good idea. Other training that can occupy this time would be quizzes, knowledge games, core value discussions, or other focused activities.

(3) Personal time is the only “sanctuary” for the

¹ “Arousal” as detailed in “Malmo’s study” contained in Chapter 4 of the ETM, pp 20-26.

cadets. The Flight Commander may suggest some activities to the cadets, but cannot direct them. This is the time for the flight staff to deal exclusively with individual problems and requests. It is also an excellent time for the Flight Commander or Flight Sergeant to provide individual feedback to the in-flight cadets with positions; this can be accomplished by scheduling meetings with them.

(4) After basic cadet lights-out, the encampment may hold staff meetings during the staff's one-hour "free" time. This is also the time for the Flight Commander to review the Flight Sergeant's performance for the day, and get

feedback from him or her. And most importantly, since it is often personal time, this is when the flight staff can relax and unwind a little bit. Cadets in flight may have medical problems, or might need to see the chaplain(s) or moral leadership officers, so it is important to be accommodating. Finally, the Flight Commander should use this time to talk to their TAC officer if they have problems to discuss, or if he or she has feedback for the flight staff.

Chapter 2

TRAINING THE CADETS

2-1. Overview

Training is the main reason why the cadets are at the encampment, and can be the most memorable part of the encampment for these cadets. Giving them a sense of teamwork, discipline and skill will leave a lasting positive impression. Also, the cadets take back to their home units what they learn while at encampment.

2-2. Planning and Organizing

a. Impact.

(1) How organized the flight staff is will largely decide how cohesive and efficient the flight will be. The more structured, planned, and organized flight will make the most of their free time, which maximizes cadet learning. Letting the cadets know what is supposed to be done and when will let them learn how to structure their time. The level of detail is not the most important; the level of organization is.

(2) The flight staff must be sure to organize and plan all of the flight's available free time. Offering challenges to the cadets, working on weaker areas, perfecting stronger skills, and maintaining daily "chores" will foster teamwork, efficiency and results.

b. Planning your goals.

(1) The first and most fundamental part of planning is setting goals. The goals can be short-term (clean the barracks), daily (have uniforms in perfect order), or long-term (earn honor flight for encampment). Most encampments have mechanisms in place for the flight staff to set goals for their flights. Sadly, those goals are lost to the back burner, or remain only in the mind of the Flight Commander in most cases.

(2) The flight staff must remember to not only tell the flight right away what their goals are, and have the flight set their own goals, but to also *remember* those goals on a day-to-day basis.

c. Implementing your goals.

(1) Once the goals are set, and the flight knows about them, they must be implemented into action. The flight staff must steer the flight in the right direction, while empowering the in-flight cadets to control their level of success.

(2) The flight staff must remember to look at their goals before moving ahead with an activity, so the flight does not veer off course. Whether it be through post-it notes in a binder, or reminders next to their barracks door, the flight staff must train themselves to keep their goals in the front of their mind before planning any of their daily activities.

d. Planning your time around the goals.

(1) Now that the goals are set, and the flight staff has them in mind, the free time offered to the flight must be planned. The Flight Commander is responsible for *documenting* the plan of attack, *before* the activity begins. This entails using a daily goal sheet, checklist or flight plan.

(2) As with any plan, there are unforeseen changes. A late bus, a sick instructor, or bad weather can change the availability of free time for the flight. For this reason, the flight staff should *always* document a back up or "extra time" plan, so some activity or lesson is available and on-hand at a moment's notice. The true difference between a Flight Commander who is completely organized and a Flight Commander who is semi-organized is the back-up plan.

(3) The worst thing that can drag the discipline level of the flight down is unplanned free time. When this occurs, the flight can immediately sense the Flight Commander does not have a plan. There will be a stepping down in the level of arousal and cadets will begin to stop paying attention and eventually stop training. If you allow this "stepping-down" to occur you will have to waste time later on getting the cadets to "ramp up" to the arousal level you had previously. Sometimes, the flight does need a rest, and a "stepping-down" of the arousal level is necessary. But you should be making that decision on your own terms, not because an event and poor planning forced it upon you.

e. Follow-up with your goals.

(1) The most important part of swinging a bat or golf club, a volleyball serve, or throwing a bowling ball is the follow through. Without it, the effectiveness and accuracy decrease dramatically. Likewise, without a follow-through of your goals, the effectiveness and accuracy of obtaining them will decrease dramatically. The Flight Commander must spend time when each goal is completed gathering and giving feedback about the process the flight went through to obtain (or not obtain) the goal. The amount of time spent should be directly related to how complex the goal was. The smaller the goal, the less time spent, and vice-versa.

(2) Another aspect of following through with your goals is verifying they were indeed completed. Often, flight commanders (and cadet staff in general) will forget to go back to their subordinates and verify that the goals were or were not reached or completed. It is important for the flight staff to write down ALL of their goals, be it big or small, and then check-up on the cadets in flight to ensure they were completed, before it is too late to recover. If the cadets in flight learn that you don't check up on your task assignments, goals and challenges, they will begin to ignore them, or feel they are unimportant and forget them. Likewise, if the Flight Commander always checks up on each goal set, and verifies success or failure (or at least talks about it), the cadets in flight will be more motivated to fol-

low them.

f. Evaluation.

(1) The final step in the goal-setting process is the evaluation. This differs from the follow-up because evaluation involves a discussion amongst the flight, not just a check to see if it was obtained or not. Like other aspects of training, the evaluation is the feedback session where the involved parties discuss the positives and negatives of the goal, and ways to improve it.

(2) During the evaluation, the Flight Commander should not only evaluate the process (how did it go), but the goal itself. Sometimes, the goal may have been too easy or too hard, and this evaluation period would allow for an adjustment in the goals. Encampment-long goals would be discussed at the end of the encampment, and the feedback applied for the next year's encampment. Short-term goals would be applied the next meal, day, etc. The evaluation also allows the cadets to voice complaints if they feel the goal(s) was/were too unreasonable for the timeframe given. Remember to evaluate the process, along with the goal itself.

2-3. Know the "Regs"

a. What are the "Regs"?

The "regs" consist of the regulations and manuals that are applied and used at the encampment. They include primarily, but are not limited to:

- Drill & Ceremonies (AFMAN 36-2203)
- CAPR 52-16 (Cadet Programs manual)
- CAPM 39-1 (Uniform Manual)
- MNWG ETM
- Encampment SOP's

b. What Happens if you Don't Know the Regs.

a) The Flight Commander will be asked a routine question and not know the answer. You will lose valuable time as you have to find the standard and get the information.

b) The Flight Commander will teach the in-flight cadets the wrong thing. This is the more dangerous of the two scenarios, because of the potential effect it has. If two of the cadets return to encampment as a flight sergeant or commander, they will teach their flight(s) the wrong thing. Also, all of the cadets will return to their home unit either confused (because someone at their home unit might correct them) or teaching the wrong

2-4. Using the 5 Phases of Instruction

a. Review of the 5 Phases.

(1) The five phases of instruction are outlined in detail in the Encampment Training Manual. A brief overview of them are included here.

(a) Preparation. As the "teacher" you must ensure you are prepared. This includes having knowledge of what you will be teaching, having set objectives for the students to meet, and a plan to get there. In "flight terms"

this means you must have studied the required information prior to encampment and you must have objectives and expectations for the flight to meet. You must clearly communicate these objectives to the flight on the first day and every day thereafter.

(b) Explanation. This phase involves showing the students how to do the tasks you want done. In the flight this will involve teaching how to make a bunk, prepare a uniform, march, etc. Good explanations are done in simple, basic, and easy to understand terms.

(c) Demonstration. This stage is frequently combined with the Explanation phase. Demonstration reinforces what has already been explained. This is also the time when the students (your cadets) should be doing what has been explained to them.

(d) Performance. Now the students go "on their own" and perform without having you supervise every step. The performance periods (aka Flight Training Activity) must be structured and planned. Cadets must perform to a specific level of ability before you should be satisfied.

(2) Evaluation. Evaluation will come from a number of sources at encampment. Staff will evaluate, you will evaluate, your TAC will evaluate, and many others will make comment, both formal and informal, on your cadets' performances. You must share this with them, and your own evaluations, to give the cadets feedback on their level of success.

b. The 5 phases in a Common Situation.

(1) One of the common skills to teach basic cadets is making the bunk. The phases can be easily applied to this situation. Let's look at Cadet Willis and his Flight Sergeant (Flight Sergeant):

Flight Sergeant: Cadet Willis has just arrived into the barracks for the first time this encampment. *"Cadet Willis- My name is Cadet Technical Sergeant McKenzie. I am your flight sergeant for this encampment."* The Flight Sergeant goes on to explain his goals for the cadets. They then proceed to Cadet Willis' bunk. *"Now I am going to show you how to make your bunk properly. For the duration of this encampment, your bunk will be inspection ready at all times unless you are sleeping in it or remaking it (The Flight Sergeant sets his expectations.) I do not expect it to be perfectly done at first, but I do expect you to give your 100% best effort at making your bunk. Now let me show you how..."* (Here is where the Flight Sergeant begins teaching the skill. He tears up the sheets when he is finished.) *Now I want you to try it yourself.*

Cadet Willis (CW): *"Yes sergeant."* CW makes his first attempt, and he has done the hospital corners improperly, and the collar is not tucked too well.

Flight Sergeant: *"OK, Willis. You did well for a first attempt. You need to improve on the hospital corners, and the collar is not tucked in too well. (This is performance/evaluation stage.) I want you to try again, but let's learn how to do the hospital corners again."* The Flight

Sergeant re-teaches CW how to make correct hospital corners.

CW: *"Sergeant, how is this now?"*

Flight Sergeant: *"This is good. I am pleased with the work you have done. I will let the Flight Commander know you have done a good job. (Consequences for his actions—he has done well, and gets praised for it.) I am sure he will be pleased. Since you have done so well, I want you to help your roommates make their bunks. (Now the Flight Sergeant has given CW a new challenge. Now the cadet goes on to his flight mates and begins the process over. He sets new expectations, and the cycle begins all over again!) Willis, I will check back on your room tomorrow. I expect your roommates to be able to make their bunks as well as you have. Do you feel able to teach them properly?"*

CW: *"Yes, sergeant. I will make sure they know how."*

(2) C/TSgt McKenzie has demonstrated how to use the 5 phases with day-to-day activities. Most will find it comes naturally in the learning process. The common mistakes made when applying the 5 phases are a lack of clear expectations, and to a lesser extent, the evaluation phase. Most staff members will neglect to give explicit, clear and concise expectations. Without them, the subordinate is left to figure out on their own what you want from them. Telling a cadet to "do good at inspection" is like telling an art student to "paint good". Without the specific goals or clear and detailed expectations, you let the subordinate assume what is "good".

c. Conclusion.

This is the methodology that the flight staff should use when training their cadets. It is a proven method of training, and produces the best results with the least amount of wasted effort. The in-flight cadets are more likely to respect the flight staff, and the flight staff will train the cadets the right way.

2-5. Explain the Why's

a. Common Pitfalls.

(1) Sometimes, a cadet in flight will ask why they are cleaning the barracks at four in the afternoon, when the next inspection isn't until tomorrow morning. Or, it seems the flight doesn't care to remain still while in formation. Or maybe there are always some cadets talking while marching from point A to point B. Do these problems occur because the cadets are undisciplined? Most Flight Commander's will feel that their cadets are unruly and are undisciplined, and react poorly to the situation.

(2) Since there are plenty of small violations a cadet may commit, most of the available tangible punishments (sending them home, 2B) aren't warranted while at encampment. The flight staff will often resort to explanations or verbal reprimands as their method of punishment. With that in mind, the flight staff must be crafty with their explanations, so the number of times a cadet needs to be told not to move at attention [or not do whatever bad behavior] is minimized. The flight staff member must get to the

root of the issue, and solve it there.

(3) Here is an example of a dialogue between a flight commander and his in-flight cadet that talks while marching, and moves when in formation or standing at attention. Prior to this discussion, the flight sergeant has already raised his voice to this cadet several times, but to no avail.

Flight Commander: *"Cadet Willis! Why are you moving at attention?"*

Cadet Willis (CW): *"No excuse, ma'am."*

Flight Commander: *"I don't want to see you move at attention again, is that understood?"*

CW: *"Yes ma'am."*

The Flight Commander feels that she has satisfied the issue, thinking, "since I am the Flight Commander, Cadet Willis will listen to me more closely than the Flight Sergeant, since he has gotten used to the Flight Sergeant now." However, the Flight Commander soon discovers that her talk was a waste of time and effort, because three hours later, right before evening formation, Cadet Willis is moving around again.

Flight Commander: Walks next to CW and speaks quietly to him (remember, punish in private)- *"Willis! What the heck are you doing? I thought I told you to stop moving around!"*

CW: Silence. Straightens up to attention.

Flight Commander: *"Willis, I don't want you to move at attention, because it makes our flight look bad. Do you understand that?"*

CW: *"Yes ma'am."*

Flight Commander: *"Good. Then don't do it again."*

CW: *"Yes ma'am."*

With this second attempt, the Flight Commander is clad-iron positive that Cadet Willis will no longer act up when in formation. This time she told him why. But, tomorrow rolls around; when the flight is waiting outside the chow hall for lunch, the Flight Commander sees Cadet Willis scratching his leg in formation.

Flight Commander: *"Willis! Come over here and report to me!"*

CW: Walks over to the Flight Commander and reports.

Flight Commander: *"Willis, do you know why I brought you over here?"*

CW: *"Because I was moving at attention, ma'am?"*

Flight Commander: *"That's right. What should you be doing?"*

CW: *"Not moving at attention, ma'am."*

Flight Commander: *"Ok, you know what to do. So, why did you move at attention?"*

CW: Stiffens up. *"No excu...."*

Flight Commander: (calmly interrupts) *"Willis, 'no ex-*

cuse ma'am' doesn't tell me anything. I know there was a reason for it. Why did you move at attention? Was it because you forgot not to?" (Here the Flight Commander tries to see if CW maybe hasn't learned the skill, or if it was a matter of will on CW's part.)

CW: *"No, ma'am. I was moving around because bugs were biting me."* (Note: the Flight Commander should continue asking 'why' questions until the cadet can explain the behavior.)

Flight Commander: *"Ok, so now I know the reason why. First, you must not move at attention. This is because we agreed at the beginning of the encampment that we would learn and practice good discipline. Part of that is standing still at attention. This is not good discipline on your part. Unless you're deathly allergic to bee stings, there is no reason you should move to swat bugs around. Also, it makes the flight as a whole look bad to others. I know it stinks when bugs are biting, but that is a test of your discipline. Now, what are you going to do from now on?"*

CW: *"Not move at attention, ma'am."*

Flight Commander: *"Good. WHY aren't you going to move at attention?"*

CW: *"Because it looks bad, ma'am."*

Flight Commander: *"Ok, that's one reason, but what's the REAL reason why?"*

CW: *"Umm... discipline ma'am?"*

Flight Commander: *"Yeah... can you expand a little?"*

CW: *"Umm... because we, rather I, agreed to be disciplined?"*

Flight Commander: *"That's good. You are absolutely right. Now that you have made that agreement, what should you do about it?"*

CW: *"Not move at attention, ma'am?"*

Flight Commander: *"That's right. And what about the agreement you made?"*

CW: *"I should do what I agreed to do?"*

Flight Commander: *"YES. Why should you do that?"*

CW: *"Because if I don't, then no one can believe me when I make an agreement. I might also let down my flight, teammates or boss."*

Flight Commander: *"EXACTLY! Now, you understand that this behavior is unacceptable, right?"*

CW: *"Yes ma'am."*

Flight Commander: *"This incident will be noted in your evaluation (or insert some other punishment.) And from now on, you agree not to move while at attention?"*

CW: *"Yes ma'am."*

Flight Commander: *"You understand that if you do this again, you will have to explain your inability to keep a commitment to the Squadron Commander and I?"*

CW: *"Yes ma'am."*

Flight Commander: *"You have excellent insight, cadet Willis, for understanding the reason why it is important to not move at attention. I am now confident that you are able to keep your word, and your commitments (Remember to end on a positive note.) Now return to the flight." Cadet*

Willis leaves.

The Flight Commander did the right thing this time, and did what she should have done the first time. The Flight Commander explained **why** it was important for Cadet Willis to remain still, made sure he understood and agreed to the reasons behind it, and made a commitment to discontinue his behavior. It is also important that the Flight Commander explained the consequence if he repeated again. The other two times, she neglected to provide a warning or any indication that there would be a consequence any more severe than what Cadet Willis had received the last two times. Since the cadet survived his multiple lectures, why should he listen this time, when that's all he will get? Providing the warning will at least have Cadet Willis keeping his behavior in mind. As a follow up, the Flight Commander should discuss this incident with the Squadron Commander (or the Deputy Cadet Commander) as soon as she has a chance. This is in case Cadet Willis moves at attention again- the Squadron Commander shouldn't be surprised if Cadet Willis shows up.

b. Immediate Advantages.

(1) The immediate advantage to explaining the why's is the behavior is more likely to stop. As the example demonstrates, the behavior did not stop in the long run when "conventional" techniques were used. The initial attempts at fixing the problem were only short-term. Using the proper correction methods, and explaining why will give you more long-term results. If the cadet can justify the desired behavior in their mind, they will be willing to behave properly

(2) The second immediate advantage to explaining the why's (in other situations, not just feedback or behavior correction) is the flight as a whole will be more understanding and willing to perform tasks and behaviors that seem silly on the surface. Even 11-year olds are capable of reasoning, and will respond better when you explain why.

c. Long-term Advantages.

(1) The most tangible long-term advantage is having an easier time correcting behavior problems. The cadets in flight will also be more willing to perform routine or mundane tasks, knowing the true purpose behind it. "Problem children" can have their energies refocused with less effort if they know and agree to the reasons behind our actions.

(2) The second long-term advantage is the cadet that had the why's explained to them will be able to do the same when that cadet advances and is placed in charge of others. Explaining the reasons why will motivate the subordinate, and will also validate the activity for the Flight Commander.

d. A Final Warning.

When the Flight Commander doesn't know why something is done, they should ask their supervisor, in the chain of command, or ask themselves why something is done. Often, a Flight Commander will not have had the why's ex-

plained to them (or they were, but not in a manner that they understood fully). A Flight Commander that doesn't know why they do something has the responsibility of finding out for himself or herself, so they are capable of telling their cadets.

2-6. The "fun" stuff.

a. Motivation on the outside.

(1) The Flight Commander and the Flight Sergeant determine what motivational activities the flight will conduct. Although the flight staff can leave most of the chants up to the cadets in the flight, they should provide the flight with a framework from which to and some starting points.

(a) The framework is the situations where motivational chants and phrases are deemed appropriate. Examples include when falling in or falling out, the guidon is posted, the guidon passes through a doorway, lining up in the barracks. These otherwise unimportant moments in the day can be highlighted with motivational chants, created by the flight staff or the flight itself. The flight staff should outline, by example, the framework.

(b) The starting points should be simple, such as the flight name, mascot, and a jodie or two. These give the cadets in flight some examples to work from. Chants for the guidon can be simple, (a hoo-rah) or creative (a

phrase) when passing through a doorway.

(2) There should be some chants that are set in stone- they provide a unique identifier for the flight, and will become second nature later on in the encampment. For instance, if the flight has the same chant for every time they fall out, not only will that flight feel a little more like a unit, it will help them fall out together, and also tell the other flights of their presence.

(3) The consistent chants also give the flight some memories to go home with. Cadets most often remember PT because it is full of programmed and consistent chants and phrases (when done properly). The flight staff can plant the seeds for the flight to bring home flight-specific memories.

b. Motivation on the inside.

The Flight Commander has a good influence over the amount of internal motivation a cadet has. Some cadets will be more difficult to reach than others will. It is just a matter of finding the "hook" that will grab the cadet's attention and motivate them. The outside motivation, especially when the flight gets into it, is the easiest and most straightforward way for a flight to get motivated. Success is also a good motivator, and even if the flight doesn't win honor flight, they should enhance the positive aspects of their performance.

Chapter 3

IN-FLIGHT POSITIONS

3-1. Overview.

a. Concept and Description.

Hopefully by now you realize that leading a flight at encampment is a big job! Practically speaking, the ability to help the flight reach its goals cannot be done by the just you and your Flight Sergeant. To be successful you will need help, and this help must come from inside the flight. Here we will refer to “in-flight positions.” These positions, with the exception of the guidon bearer and element leaders, are not hard and fast positions. Rather they should be moved around from cadet to cadet and created or suspended as the need arises or abates.

(1) Day 0 is the day that the cadets arrive. Since this is the introductory period, and is usually a half-day, no positions are selected except for the guidon bearer, since it is an immediate need. This gives the flight staff some time to observe and make their first choices for the other positions. Throughout the encampment the cadets holding these positions do so at your discretion. If you feel the need to modify or change the assignments do so, however for changes in the guidon or element leader positions you should confer with your Squadron Commander first.

(2) Element leaders are selected on a permanent basis. The flight staff should choose the three best cadets in their flight for this job. For the sake of giving other cadets experience and so that element leaders can focus on being element leaders, an element leader should not have another job during the encampment.

(3) The remaining jobs should be on a two or three day rotation. You should not allow cadets to have two jobs during the encampment unless every cadet in your flight has already held at least one job. The diagram above shows suggested service lengths and assignment times. You may modify this for your needs.

b. Overall Objective.

(1) The primary goal is to give leadership role opportunities to all the cadets in flight, by putting the classroom instruction into action. If there are more than 15 people in a flight at the encampment, adjust the rotation lengths to allow maximum participation. The training officer will determine the rotation schedule.

c. Flight Staff advice.

(1) A common complaint among flight commanders is “the cadets I have just don’t know what they’re doing.” This is okay—cadets come to encampment to learn. We cannot expect them to know everything upon arrival! Immediately review your expectations for each position with the flight on Day Zero. Choose the best cadets for the more difficult jobs, then work your way down. If your best drill performer is an element leader, have him/her help the guidon bearers. If a mid-level cadet knows the general knowledge (initially, or is a fast learner), choose them for the knowledge position. If you are having difficulty in finding people to “fit the bill”, ask the TAC for assistance. Help the weaker people, and encourage the stronger. When you give assignments you must follow up. You also must ensure that “position-cadets” understand their authority and its limits. Do not let these cadets run your flight, that is your job. Have the first rotation assist the next which will teach the importance of continuity. Finally, and most importantly, PROVIDE FEEDBACK to the cadets. Use the evaluation form found in the Encampment Forms Directory to formally go over the cadet’s performance in their job. This crucial step (feedback) is often ignored at the hands of more immediate needs of the flight, with the cadet learning *very little* in the process.

(2) Cadets who are attending their second encampment in flight are better candidates for the more involved jobs. The flight staff makes or breaks this program. If they don't use it to the fullest extent possible, it is doomed to failure, with the losers being the cadets in the flight.

3-2. In-Flight Position Descriptions. Refer to the ETM for position descriptions.

3-3. Using the Five Phases of Instruction.

a. Preperation & Objectives

(1) It is critically important that the Flight Commander lays out the expectations as soon as possible. This will minimize confusion for the in-flight cadets. Since the concept of in-flight positions is probably new to the in-flight cadets, the Flight Commander must start teaching the cadets as soon as possible, so the cadets who do hold positions are able to gain rewards from the jobs.

(2) Each job has a different method of setting ex-

Table 3-1. Sample In-flight Position Rotation Schedule for 7 Day Encampment

Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
	Element Leaders (3)						
	Standards		Standards		Standards		
	Current Events		Current Events		Current Events		
	Knowledge		Knowledge		Knowledge		
Guidon							

pectation. The Flight Commander may find some methods more effective. Here is a list of suggestions for each position:

(a) Element leader. The element leader has been a long defined role, and is featured in many home units. The cadet chosen for element leader would probably learn his or her job best by a verbal and written description of the duties from the flight staff.

(b) Standards Specialist. The cadet would learn the most from the Flight Sergeant demonstrating the first day exactly what the flight staff wants. The flight staff should also advise that the cadet will have some flight time to plan ahead of time, so they can prepare.

(c) Current Events Briefer. This position is the easiest for the flight staff to demonstrate to the flight on the first day. Giving a briefing in the format and with the content desired by the flight staff, along with a statement that it is how the flight staff wants it done, would be the most effective way. Make sure the briefer follows the established format, with the correct content.

(d) Guidon bearer. This is more or less drill and ceremonies, specialized for one person. Training the guidon bearer should be conducted like any other drill train-

ing, for one individual. Positioning is the toughest for any guidon bearer to learn. See Attachment 5 for a detailed description on guidon positioning.

b. The Feedback Process

(1) Towards the end of the encampment, it is equally important to allow the cadets to grow in the positions. As time passes, the cadets in flight should be given more and more to do by themselves, which offers them more and more challenges. This will maximize each cadet's learning, and also avoid stagnation. It is important the cadets don't grow weary of their jobs, otherwise they will gain little from them.

(2) Finally, remember to give feedback at the end of each rotation to the cadets with jobs. Evaluate their performance and give them tips for improvement. Also, be sure to give feedback to the "permanent" jobs throughout the week. A good idea is to include the permanent positions (element leader & guidon) in the feedback process each time you do a rotation. This way, the Flight Commander can work on improving the performance of the cadets with those jobs.

Chapter 4

EVALUATING THE CADETS

4-1. Overview.

a. Purpose.

(1) A formal evaluation offers a subordinate a quantifiable record of their job performance. Also, the subordinate receives feedback on their strengths and areas that need improvement, allowing them to better themselves in the future. The evaluator should remember that the evaluation is a record of the subordinate's *overall* performance during the rating period, not just their performance a day or two before the evaluation. Often, if the subordinate makes mistakes right before evaluation, or they perform unusually well, the evaluator will have a biased report, because the recent behavior is fresh in their memory.

(2) The purpose of having a written evaluation is twofold: first, the written evaluation "forces" the superior to do an evaluation, which often does not occur; second, a written evaluation serves as a permanent record of the cadet's performance, which can be used in the future (for staff applications, awards, etc.)

b. Benefits.

(1) The in-flight cadet benefits the most, as they need the feedback the most. The evaluation can be a source of motivation for the cadet. The permanent record of their performance can drive them to excel, and also deter them from serious trouble.

(2) Cadet staff usually receives less feedback, because they are more independent, which is a good reason to formalize the procedure. Thus, cadet staff members will also benefit. Staff rarely provides feedback to their fellow staff unless their behavior is outside of the norm (either great or terrible). Cadets in flight get feedback every day through their inspection results, as well as attention from the flight staff.

(3) The Flight Commander writing an evaluation offers an opportunity to involve the TAC officer in the flight. It is a chance for the Flight Commander to learn from the TAC officer (mentoring). The TAC officer is a good resource and may have some insights for evaluating some cadets if the Flight Commander is stuck.

(4) Another benefit in writing evaluations comes to the individual writing it. You will use this skill many

times as you go on in life, whether in the military or civilian worlds. Cadet staff members can apply the skills learned in having to write an honest and concise evaluation of their subordinates in their jobs, no matter the career field.

4-2. Using the forms.

a. The Basic Cadet Performance Evaluation.

(1) The Basic Cadet Performance Evaluation form has two main sections: the ratings and the comments. One member of the flight staff can (but doesn't have to) complete the ratings section, while the other writes the comments, so both are involved in the evaluation process. The Flight Commander is ultimately responsible for completing it.

(2) The ratings section should reflect the overall performance of the cadet against published standards and the encampment as a whole. Avoid the temptation to check the boxes based on how they did relative to the flight, except when evaluating the group interaction.

(3) The comments section is where you can draw comparisons between the cadet and the rest of his or her peers. Write concise, bulleted phrases. You may use the back of the form, keeping it to a minimum. Be sure to initial each bullet on the back side, identifying it as your comment.

(4) The most significant comments should be placed on the front, good or bad. If the "bad" comments are all minor, then they should be on the back of the form, if they don't fit on the front. Use meaningful comments, discussing quantifiable results ("scored highest in uniform inspection 3rd day", "strong leadership presence in element", etc.). Don't use phrases like "performed well", "needs to be sharper" or "good job"- they are too ambiguous, and tell the reader little.

(5) If you make a checkmark, or underline items in the "below standards" or "exceeds standards" columns in the ratings section, add comments justifying your decision to do so. Ratings that receive marks indicating performance significantly above or below average should be explained in more detail.

Chapter 5

INSPECTIONS AND HONOR FLIGHT

5-1. Overview.

a. Primary Goals of Inspections.

(1) Inspections are a measuring tool for the commander to gauge the level of training or ability of the unit. Pre-defined standards are the basis of measurement in the performance and learning of the subordinates.

b. Inspection Standards and Cadet Training.

(1) It is important to keep in mind the goals of inspections with respect to cadet training. The standards are created in order to teach cadets how to set a goal and reach it. The flight staff learns by teaching the skills, and the in-flight cadets learn the skills themselves. The standards are how performance is measured. Flight staff must remember training remains the goal of any inspection, NOT "winning."

(2) The objective of the training may vary from encampment to encampment, but one of the goals in CAPR 52-16 is to "instill group cooperation and teamwork." Inspections help the encampment meet this goal. Keep this encampment goal in mind when preparing the cadets for an inspection. Use this goal as your measure of success. It is better for a unified team to perform poorly in a barracks inspection, than for a bunch of individuals to score well. If the flight learns to cooperate and work hard together (a "well oiled machine"), then their lesson will be more robust than one of simply skill.

5-2. Inspections.

a. Types Of Inspections.

(1) The standby inspection rolls several inspections together into one activity. The unit being inspected stands by their barracks area, and waits for the inspection team to examine them. For barracks that are open-bay, i.e. everyone is in one big room, the cadets stand by the ends of their bunks. In a dormitory setting, where two to six cadets are in a room, the room members will either stand in the hallway, or inside the room, depending on local OI's.

(2) Walk-through inspections are done without the person being inspected present at the inspection. This is the more common, and time effective route, where the flight is performing some other activity while the flight is inspected.

b. Preparation Techniques.

(1) For barracks inspection, the flight commander must weigh the first impression the inspector has when entering the inspection area as the most important aspect of any inspection. If the inspectors first impression is bad of a given area, the flight will be "fighting" an uphill battle to do well. Even the most unbiased and fair inspector will subconsciously either examine more thoroughly or score tougher when a bad first impression is made. Thus, it is of

high importance that the first uniform, drill move or room inspected is of top quality.

(2) This does not mean the first room in a hallway, first cadet in an element, or first drill move should be worked on more. Often, the Flight Commander does not know which room, cadet or drill move will come first, so this leaves them guessing. Instead of spending time trying to determine what comes first, look at the generalities of each situation. How well does the flight march, face and halt? How clean do the hallway floors look, and how organized (generally) do the barracks look? How sharp do the uniforms in the flight look? Begin your preparation plan by asking these questions; work from general idea down to the details.

(3) As with any skill, the two most important steps in preparation are planning and practice. Once you understand the questions you should ask when preparing, you can begin to formulate a plan. Also, practicing the skill (cleaning, organizing, studying, etc.) will improve the preparation for the inspection, or make it more efficient.

c. Participating in an inspection. The exact process for inspection will be laid out in the OI or by the CTG Commander. For in-flight inspections refer to AFMAN 36-2203 for the procedure.

5-3. Honor Flight Competition.

a. Goals of the Honor Flight Competition.

(1) The goals and objectives of the honor flight competition are the same as any inspection, as outlined earlier in this chapter. The flight should develop group cooperation in the process of competing for honor flight.

(2) Not only does the honor flight competition foster teamwork it can be a motivational tool to develop unit pride. The flight, especially when successful in the competition, will feel as though they belong to an excellent unit. The focus for developing unit pride should be one of positive improvement of oneself and the group, not of "beating" out the other flights.

b. How to earn Honor Flight.

(1) The flight should measure their success based on the goals that are set. Points and performance in inspections are a factor in deciding honor flight, as the scoring system is set up to reward those flights that work as a team. However, if two or more groups have close or exactly the same scores, the general group togetherness will be the deciding factor.

(2) A flight that works together as a team will be able to accomplish more tasks. Since the tasks required to prepare are simple, the challenge often lies in making time, or using time more effectively when preparing for inspections. The flight that can accomplish more within a given time, or can manage time well enough to add more prepara-

tion time will accomplish more tasks or be able to focus on more details. The more efficient flight will have paid more attention to the details, and will earn more points than the other flights. Through teamwork, the inspection score will improve.

(3) Keep in mind that the flight need not have the highest score at the end of the day. Even if they are in last

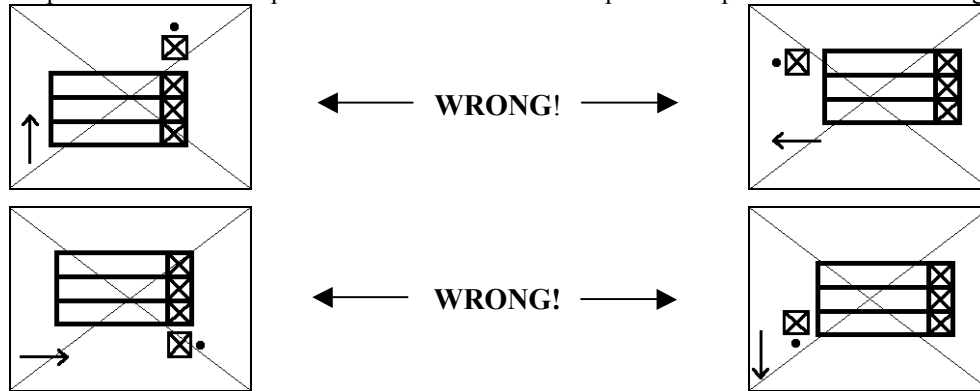
place, and the flight worked together as a team, they have met their goal and won the competition to meet the goals. However, if the scores were low and the flight did not work together, building teamwork is the path to improvement.

ATTACHMENT 1 – THE GUIDON BEARER

This is intended to clarify and supplement what is already in AFMAN 36-2203, Drill and Ceremonies. Often, cadets are taught improper methods, or not at all, while others haven't read AFMAN 36-2203 to the level of detail necessary to pick up these nuances. The guidon bearer has one of the more confusing roles in drill and ceremonies when it comes to where they stand relative to the flight. Here are some simple rules to follow when teaching the guidon bearer where to stand when the flight does facing or flank movements.

The Five Rules of Guidon Bearer Positioning

1. **The guidon bearer is always next to an element leader**, no matter which way they face. The element leaders are always the same three people, NOT the three cadets who happen to be in front of the flight at the moment.
2. **The guidon bearer will never have more than one element leader next to, in front of, or behind them.** If the three element leaders are next to, in front of or behind the guidon bearer, the guidon bearer is in the wrong spot. See diagram below for examples of the WRONG placements. The arrows in the pictures depict the direction the flight is facing.



3. **The guidon bearer will never take more than three steps, and/or two facing movements to reposition.** If the guidon bearer is taking more than three steps, they are headed for the wrong spot.
4. **The guidon bearer, following rules 1-3, will then stay to the right or the front of the flight.** The table below shows the four directions a flight can face, and where the guidon bearer goes. The Flight Commander in column formation may stand as shown, or left of the guidon, in front of the 1st element.
5. **The guidon bearer will wait until the flight has halted before repositioning.** (Ex: after a to the rear, the guidon bearer waits until the flight halts before moving from the left to the right side, or from back to front)

Line formation	Column formation	Inverted line formation	Inverted column formation
To immediate right of 1 st element leader (front element)	Directly in front of the 3 rd element leader (right-most element)	To immediate left of 3 rd element leader (front element)	Directly behind the 1 st element leader (right-most element)
CORRECT	CORRECT	CORRECT	CORRECT

(Arrows depict the direction the flight is facing)

Notes:

- The Flight Commander cannot call Present Arms when in inverted line or inverted column formations. The reason is obvious above.
- The Flight Commander cannot call Dress Right Dress when the flight is in column or any inverted formation. The bearer is the GUIDE-ON bearer, from which the flight GUIDEs on. If the flight is in any formation besides line formation, the guidon bearer is in a position where the flight is unable to align off of him or her
- Since the flight guides off of the guidon bearer, he or she should be the first person to fall in
- The Flight Commander should pause between commands to allow the guidon bearer time to reposition

Flight Commander's Handbook

ATTACHMENT 2 – SYMBOLS/ABBREVIATIONS

CCF	Cadet First Sergeant
Admin	Administration
AE	Aerospace Education
CC	Commander (any level)
C/	Refers to a cadet staff position
ES	Emergency Services
ETM	Encampment Training Manual
FLT	Flight
GP	Group
HQ	Headquarters
LG	Logistics

MSA	Military Support Authorization
NCO	Noncommissioned Officer
DO	Operations
PA	Personnel Authorization or Public Affairs
PT	Physical Training
OI	Standard Operating Procedure
SQ	Squadron
TAC	Tactical Officer